

# In The Good Old Days

## Project Learning Tree Activity #91

### Program of Studies

#### English Language Arts:

- ELA-P-R-5 (choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories) and transactive materials e.g., letters, articles)
- ELA-P-W-5 ((Students will use details, explanations, and examples to support ideas for specific audiences and purposes.)
- ELA-P-W-28 (Students will demonstrate independent and critical thinking in writing-to-learn situations such as journals and graphic organizers and writing-to demonstrate-learning situations such as graphic organizers and open response questions.)
- ELA-P-W-29 (Students will produce a variety of written responses, some of which reflect on self as reader and writer.)
- ELA-4-R-1 (understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-4-R-4 (respond to authors' opinions and details used to support those opinions)
- ELA-4-R-7 (Students will use contextual vocabulary and comprehension strategies to understand text.)
- ELA-4-W-1 (Students will respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as journals and graphic organizers and writing-to-demonstrate-learning strategies in situations such as open-response questions and graphic organizers.)
- ELA-4-W-3 (write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) based on personal experiences, reading, listening, observing, and/or inquiry.)
- ELA-4-W-5 (Students will write personal pieces to communicate ideas.)
- ELA-5-R-1 (identify meaning from a variety of reading materials , making connections to students' lives, to real world issues, and/or to current events)
- ELA-5-R-6 (respond to a variety of reading materials by summarizing, identifying sequence, generalizing, and comparing/contrasting)
- ELA-5-W-3 (write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) which develop ideas for authentic audiences and purposes.)
- ELA-6-R-1 (identify meaning of a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-6-R-2 (understand characteristics and elements of different literary genres (e.g., novels, essays, short stories, poetry, drama)
- ELA-6-W-3 (use information from technology and other resources to produce writing that develops and supports independent ideas and contains source citations.)
- ELA-7-R-1 (identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events)

- ELA-7-R-3 (respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information)
- ELA-7-W-3 (Students will write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.)
- ELA-7-W-5 (Students will write personal pieces to communicate ideas.)
- ELA-8-R-1 (read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events)
- ELA-8-R-3 (analyze transactive reading material (informational, practical/workplace, and persuasive) to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions)
- ELA-8-R-5 (identify and analyze authors' positions, main ideas, and techniques of support in persuasive materials)
- ELA-8-W-3 (write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about literature, issues, and events relevant to students' lives.)
- ELA-8-W-5 (Students will write personal pieces to communicate ideas.)

#### Science:

- S-P-LS-1 (organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met)
- S-P-AC-3 (recognize how science helps to understand characteristics of (e.g., density, size) and changes in populations)
- S-P-AC-4 (examine how science fosters understanding of issues (e.g., use/misuse, availability, distribution) related to natural resources)
- S-P-AC-5 (demonstrate how the study of science (e.g., ecology, chemistry) helps explain changes in environments (e.g., pollution)
- S-4-LS-1 (organisms have basic needs (e.g., air, water, nutrients, light) and can only survive when these needs are met)
- S-4-LS-9 (organisms change the environment. These changes may be detrimental or beneficial)
- S-4-AC-2 (describe the role of science and technology in dealing with local issues (e.g., landfill location)
- S-5-ESS-3 (investigate living organisms' effects (e.g., changes in the composition of the atmosphere and the environment) on the Earth system)
- S-5-LS-1 (recognize the relationship between structure and function at all levels of organization (e.g., organ systems, whole organisms, ecosystems)
- S-5-AC-3 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-6-LS-5 (investigate factors (e.g., resources, light, water) that affect the number of organisms an ecosystem can support)
- S-6-AC-2 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-7-LS-4 (investigate biological adaptation and extinction)
- S-7-AC-1 (use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation)

- S-7-AC-2 (describe the effects of science and technology (e.g., television, computers) on society)
- S-8-LS-4 (investigate and analyze populations and ecosystems)
- S-8-LS-5 (analyze diversity and adaptations (e.g., changes in structure, behaviors, or physiology))
- S-8-AC-3 (recognize how science is used to understand changes in populations)
- S-8-AC-5 (examine the role of science in explaining and predicting natural events (e.g., floods, earthquakes, volcanoes))
- S-8-AC-6 (use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation))

### Social Studies:

- SS-P-H-2 (understand how and why (cause-and-effect) events occurred in the community, state, or nation)
- SS-4-H-5 (recognize how lifestyles and conditions have changed over time in Kentucky)
- SS-4-G-4 (understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States)
- SS-5-H-4 (trace change over time in the history of the United States and identify reasons for change)
- SS-5-G-4 (examine how the history of the United States was influenced by its physical environment)
- SS-5-GC-4 (explore the rights and responsibilities of citizens in real-life situations)
- SS-6-H-3 (Students will evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.)
- SS-6-G-3 (Students will evaluate the impact of human settlement and the interaction of humans with their environments.)
- SS-8-H-4 (Students will examine the impact of significant individuals and groups in early United States history.)

## Core Content

### Reading:

- RD-E-1.0.10 (Connect literature to students' lives and real world issues)
- RD-E-2.0.10 (Connect the content of a passage to students' lives and/or real world issues)
- RD-M-x.0.10 (Connect information from a passage to students' lives and/or real world issues.)
- RD-M-1.0.11 (Explain the meaning of a passage taken from texts appropriate for middle-level students)
- RD-M-1.0.12 (Identify characteristics of short stories, novels, poetry, and plays.)
- RD-H-1.0.15 (Make connections among literature, students' lives, and/or real-world issues.)
- RD-H-2.0.12 (Make predictions and draw conclusions based on what is read.)
- RD-H-3.0.14 (Analyze and evaluate the use of persuasion within a passage.)

### Writing:

- WR-E-1.2 (*Personal writing* focuses on the life experiences of the writer.)
- WR-M-1.2 (*Personal writing* focuses on the life experiences of the writer.)
- WR-H-1.2 (*Personal writing* focuses on the life experiences of the writer.)
- WR-E-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)
- WR-M-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)
- WR-H-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)

### Science:

- SC-E-3.3.3 (All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others))
- SC-E-AC-2 (examine how designing and conducting scientific investigations fosters an understanding of issues related to natural resources (e.g., scarcity), demonstrate how the study of science (e.g., aquariums, living systems) helps explain changes in environments, and examine the role of science and technology in communities (e.g., location of landfills, new housing developments).)
- SC-M-3.4.2 (Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Extinction of species is common; most of the species that have lived on Earth no longer exist)
- SC-M-3.5.4 (The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem)
- SC-M-AC-1 (Describe how science helps drive technology and technology helps drive science. Because perfectly designed solutions do not exist, technological solutions have intended benefits and unintended consequences.)
- SC-M-AC-2 (Describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.)
- SC-H-AC-2 (Explore the impact of scientific knowledge and discoveries on personal and community health; recognize how science influences human population growth, use science to analyze the use of natural resources by an increasing human population; investigate how science can be used to solve environmental quality problems, use

science to investigate natural and human-induced hazards; and analyze how science and technology are necessary but not sufficient for solving local, national, and global issues.)

**Social Studies:**

- **SS-E-4.4.4** (People may have different perspectives concerning the use of land (e.g., building developments, cutting down rain forest for farming).)
- **SS-M-4.4.4** (Individual perspectives impact the use of natural resources (e.g., watering lawns, planting gardens, recycling paper))